School Psychology Review
Volume 21, No. 4, 1992, p. 656

AUTHOR INDEX FOR VOLUME 21

Compiled by Tanya Eckert, Editorial Assistant

Allcorn, M. B., 21(3), 444-458.
Allen, B. A., 21(4), 585-595.
Armour-Thomas, E., 21(4), 551-564.
Bambara, L. M., 21(2), 193-201.
Barnett, D. W., 21(3), 494-508.
Beck, D. E., 21(2), 246-254.
Belfiore, P. J., 21(1), 73-81.
Bell, P. F., 21(4), 643-654.
Bernheimer, L., 21(3), 410-422.
Boykin, A. W., 21(4), 585-595.
Braden, J. P., 21(1), 82-94
Brigham, T. A., 21(2), 264-268.
Clark, E., 21(2), 246-254.
Cole, C. L., 21(2), 188-192, 193-201.
Collins, V. L., 21)3), 495-479.
Conoley, J. C., 21(4), 602-615.
Cooper, L. J., 21(4), 627-642.
Costenbader, V., 21(1), 95-108.
Dalley, M. B., 21(3), 444-458.
DeRoad, A. O., 21(4), 627-642.
Dubes, R., 21(2), 271-284.
Erchul, W. P., 21(1), 109-124.
Evans, S. W., 21(2), 285-299.
Fairchild, T. N., 21(4), 616-626.
Fantuzzo, J. W., 21(2), 255-263.
Forness, S. R., 21(1), 12-20, 29-34; 21(3), 375-386.
Frisby, C. L., 21(4), 532-550.
Fuchs, D., 21(1), 45-58.
Fuchs, L. S., 21(1), 45-58.
Fuerst, D. R., 21(3), 361-374.
Ganschow, L., 21(2), 313-326.
Gebreysus, S., 21(4), 576-584.
Gopaul-McNicol, S., 21(4), 529-531, 596-600.
Good, R. H., 21(1), 138-154; 21(3), 459-479.
Gnagy, E. N., 21(2), 285-299.
Graden, J. L., 21(4), 643-654.
Green, S. K., 21(1), 155-166.
Greenslade, K. E., 21(2), 285-299.
Gresham, F. M., 21(3), 348-360.
Grizzle, K., 21(1), 23-28.
Grossman, P. B., 21(2), 229-245.
Harris, M. J., 21(3), 400-409.
Haynes, N. M., 21(4), 576-584.
Helmick, M., 21(2), 313-326.
Hughes, J. N., 21(2), 229-245.
Hutton, J. B., 21(2), 271-284.
Jenson, W. R., 21(2), 246-254.
Johnson, E. R., 21(1), 125-137.
Juvonen, J., 21(3), 410-422.
Kehle, T. J., 21(2), 246-254.
Keogh, B. K., 21(3), 410-422.
Knitzer, J., 21(1), 12-20.
Knutson, N., 21(3), 459-479.
LaGreca, A. M., 21(3), 340-347.
Lenz, B. K., 21(2), 211-228.
Lentz, F. E., Jr., 21(4), 643-654.
Macmann, G. M., 21(3), 494-508.
Malone, S., 21(3), 427-443.
Martens, B. K., 21(1), 109-124.
McAninch, C. B., 21(3), 400-409.
Merrell, K. W., 21(1), 125-137.
Merz, J. M., 21(1), 125-137.
Milich, R., 21(3), 400-409.
Muir, S., 21(2), 271-284.
Nelson, J. R., 21(1), 35-39.
Parker, R., 21(2), 35-39.
Pelham, W. E., Jr., 21(2), 285-299.
Petrix, L., 21(1), 95-108.
Pierce, N., 21(1), 73-81.
Ponterotto, J. G., 21(4), 602-615.
Ratekin, C., 21(3), 410-422.
Reimers, T. M., 21(4), 627-642.
Ring, E. N., 21(1), 125-137.
Rodden-Nord, K., 21(1), 138-154.
Rogers, M. R., 21(4), 602-615.
Ross, R. P., 21(3), 480-493, 509-514.
Rourke, B. P., 21(3), 361-374.
Rohrbeck, C. A., 21(2), 255-263.
Schumaker, J. B., 21(3), 387-399.
Shapiro, E. S., 21(1), 5-6, 11, 167, 168-176; 21(2), 183; 21(3), 334-335; 21(4), 523-524.
Shinn, M. R., 21(1), 138-154; 21(3), 459-479.
Skiba, R., 21(1), 23-28.
Skinner, C. H., 21(1), 73-81; 21(2), 202-210.
Slenkovich, J. E., 21(1), 21-22, 43-44.
Smith, D. J., 21(1), 59-72.
Smith, E. S., 21(2), 202-210.
Sparks, R., 21(2), 313-326.
Stein, S., 21(2), 300-312.
Stoner, G., 21(1), 155-166.
Swanson, H. L., 21(3), 427-443.
Swartz, J., 21(1), 95-108.
Thomas, T. N., 21(4), 565-575.
Tindal, G., 21(2), 300-312.
Vaughn, S., 21(3), 340-347.
Vogel, S. A., 21(3), 375-386.
Wacker, D. P., 21(4), 627-642.
West, R. P., 21(1), 59-72.
Wiese, M. J., 21(4), 602-615.
Witt, J. C., 21(1), 109-124.
Young, K. R., 21(1), 59-72.
Zins, J. E., 21(4), 616-626.
Zirkel, P. A., 21(1), 40-42.

School Psychology Review
Volume 21, No. 4, 1992, p. 656

AUTHOR INDEX FOR VOLUME 21

Compiled by Tanya Eckert, Editorial Assistant

Allcorn, M. B., 21(3), 444-458.
Allen, B. A., 21(4), 585-595.
Armour-Thomas, E., 21(4), 551-564.
Bambara, L. M., 21(2), 193-201.
Barnett, D. W., 21(3), 494-508.
Beck, D. E., 21(2), 246-254.
Belfiore, P. J., 21(1), 73-81.
Bell, P. F., 21(4), 643-654.
Bernheimer, L., 21(3), 410-422.
Boykin, A. W., 21(4), 585-595.
Braden, J. P., 21(1), 82-94
Brigham, T. A., 21(2), 264-268.
Clark, E., 21(2), 246-254.
Cole, C. L., 21(2), 188-192, 193-201.
Collins, V. L., 21)3), 495-479.
Conoley, J. C., 21(4), 602-615.
Cooper, L. J., 21(4), 627-642.
Costenbader, V., 21(1), 95-108.
Dalley, M. B., 21(3), 444-458.
DeRoad, A. O., 21(4), 627-642.
Dubes, R., 21(2), 271-284.
Erchul, W. P., 21(1), 109-124.
Evans, S. W., 21(2), 285-299.
Fairchild, T. N., 21(4), 616-626.
Fantuzzo, J. W., 21(2), 255-263.
Forness, S. R., 21(1), 12-20, 29-34; 21(3), 375-386.
Frisby, C. L., 21(4), 532-550.
Fuchs, D., 21(1), 45-58.
Fuchs, L. S., 21(1), 45-58.
Fuerst, D. R., 21(3), 361-374.
Ganschow, L., 21(2), 313-326.
Gebreysus, S., 21(4), 576-584.
Gopaul-McNicol, S., 21(4), 529-531, 596-600.
Good, R. H., 21(1), 138-154; 21(3), 459-479.
Gnagy, E. N., 21(2), 285-299.
Graden, J. L., 21(4), 643-654.
Green, S. K., 21(1), 155-166.
Greenslade, K. E., 21(2), 285-299.
Gresham, F. M., 21(3), 348-360.
Grizzle, K., 21(1), 23-28.
Grossman, P. B., 21(2), 229-245.
Harris, M. J., 21(3), 400-409.
Haynes, N. M., 21(4), 576-584.
Helmick, M., 21(2), 313-326.
Hughes, J. N., 21(2), 229-245.
Hutton, J. B., 21(2), 271-284.
Jenson, W. R., 21(2), 246-254.
Johnson, E. R., 21(1), 125-137.
Juvonen, J., 21(3), 410-422.
Kehle, T. J., 21(2), 246-254.
Keogh, B. K., 21(3), 410-422.
Knitzer, J., 21(1), 12-20.
Knutson, N., 21(3), 459-479.
LaGreca, A. M., 21(3), 340-347.
Lenz, B. K., 21(2), 211-228.
Lentz, F. E., Jr., 21(4), 643-654.
Macmann, G. M., 21(3), 494-508.
Malone, S., 21(3), 427-443.
Martens, B. K., 21(1), 109-124.
McAninch, C. B., 21(3), 400-409.
Merrell, K. W., 21(1), 125-137.
Merz, J. M., 21(1), 125-137.
Milich, R., 21(3), 400-409.
Muir, S., 21(2), 271-284.
Nelson, J. R., 21(1), 35-39.
Parker, R., 21(2), 35-39.
Pelham, W. E., Jr., 21(2), 285-299.
Petrix, L., 21(1), 95-108.
Pierce, N., 21(1), 73-81.
Ponterotto, J. G., 21(4), 602-615.
Ratekin, C., 21(3), 410-422.
Reimers, T. M., 21(4), 627-642.
Ring, E. N., 21(1), 125-137.
Rodden-Nord, K., 21(1), 138-154.
Rogers, M. R., 21(4), 602-615.
Ross, R. P., 21(3), 480-493, 509-514.
Rourke, B. P., 21(3), 361-374.
Rohrbeck, C. A., 21(2), 255-263.
Schumaker, J. B., 21(3), 387-399.
Shapiro, E. S., 21(1), 5-6, 11, 167, 168-176; 21(2), 183; 21(3), 334-335; 21(4), 523-524.
Shinn, M. R., 21(1), 138-154; 21(3), 459-479.
Skiba, R., 21(1), 23-28.
Skinner, C. H., 21(1), 73-81; 21(2), 202-210.
Slenkovich, J. E., 21(1), 21-22, 43-44.
Smith, D. J., 21(1), 59-72.
Smith, E. S., 21(2), 202-210.
Sparks, R., 21(2), 313-326.
Stein, S., 21(2), 300-312.
Stoner, G., 21(1), 155-166.
Swanson, H. L., 21(3), 427-443.
Swartz, J., 21(1), 95-108.
Thomas, T. N., 21(4), 565-575.
Tindal, G., 21(2), 300-312.
Vaughn, S., 21(3), 340-347.
Vogel, S. A., 21(3), 375-386.
Wacker, D. P., 21(4), 627-642.
West, R. P., 21(1), 59-72.
Wiese, M. J., 21(4), 602-615.
Witt, J. C., 21(1), 109-124.
Young, K. R., 21(1), 59-72.
Zins, J. E., 21(4), 616-626.
Zirkel, P. A., 21(1), 40-42.

School Psychology Review
Volume 21, No. 4, 1992, pp. 657-658

CITATION INDEX

Volume 21, No. 1

1. SHAPIRO, EDWARD S. Editor's Comments, 5.
2. SHAPIRO, EDWARD S. Response/dialogue: The social maladjustment exclusion clause, 11.
3. FORNESS, STEVEN N., & KNOTZER, JANE. A new proposed definition and terminology to replace "serious emotional disturbance" in individuals with disabilities education act, 12.
4. SLENKOVICH, J. E. an the language "social maladjustment" in the SED definition be ignored?, 21.
5. SKIBA, RUSSELL, & GRIZZLE, KENNETH. Qualifacations vs. logic and data: Excluding conduct disorders from the SED definition, 23.
6. FORNESS, STEVEN R. Legalism versus professionalism in diagnosing SED in th public schools, 29.
7. NELSON, S. MICHAEL. Searching for meaning in the behavior of antisocial pupils, public educators, and lawmakers, 35.
8. ZIRKEL, PERRY A. Mutlality, mountains, and molehills, 40.
9. SLENKOVICH, JANE E. Can the language "social maladjustment" in the SED definition be ignored? The final words, 43.
10. FUCHS, LYNN S., & FUCHS, DOUGLAS. Identifying a measure for monitoring student reading progress, 45.
11. SMITH, DEBORAH, J., YOUNG, K. RICHARD, NELSON, J. RON, & WEST, RICHARD P. The effect of a self-management procedure on the classroom and academic behavior of students with mild handicaps, 59.
12. SKINNER, CHRISTOPHER H., BELFIORE, PHILIP J., & PIERCE, NANCY. Cover, copy, and compare: Increasing geography accuracy in students with behavior disorders, 73.
13. BRADEN, JEFFERY P. Intellectual assessment of deaf and hard-of-hearing people: A quantitative and qualitative research synthesis, 82.
14. COSTENBADER, VIRGINIA, SWARTZ, JANINE, & PETRIX, LEONARD. Consultation in the schools: The relationship between preservice training, perception of consultative skills, and actual time spent in consultation, 95.
15. MARTENS, BRIAN K., ERCHUL, WILLIAM P., & WITT, JOSEPH C. Quantifying verbal interactions in school-based consultation: A comparison of four coding schemes, 109.
16. MERRELL, KENNETH W., MERZ, JUDI M., JOHNSON, EUGENE R., & RING, ELIZABETH N. Social competence of students with mild handicaps and low achievement: A comparative study, 125.
17. RODDEN-NORD, KATHLEEN, SHINN, MARK R., & GOOD, ROLAND III. Effects of classroom performance data on general education teachers' attitudes toward reintegrating students with learning disabilities, 138.
18. STONER, GARY, & GREEN, SUSAN K. Reconsidering the scientist-practitioner model for school psychology practice, 155.
19. SHAPIRO, EDWARD S. Editor's note: Research into practice, 167.
20. SHAPIRO, EDWARD S. Gickling's model of curriculum-based assessment to improve reading in elementary age students, 177.

Volume 21, No. 2

21. SHAPIRO, EDWARD S. Editor's Comments, 183.
22. COLE, CHRISTINE L. Theme Editor's comments: Self-management interventions in the schools, 188.
23. COLE, CHRISTINE L., & BAMBARA, LINDA M. Issues surrounding the use of self-management interventions in the schools, 193.
24. SKINNER, CHRISTOPHER H., & SMITH, EMILY S. Issues surrounding the use of self-management interventions for increasing academic performance, 202.
25. LENZ, B. KEITH. Self-managed learning strategy systems for children and youth, 211.
26. GROSSMAN, PAMELA B., HUGHES, JAN N. Self-control interventions with internalizing disorders: A review and analysis, 229.
27. CLARK, ELAINE, KEHLE, THOMAS J., JENSON, WILLIAM R., & BECK, DONALD E. Evaluation of the parameters of self-modeling interventions, 246.
28. FANTUZZO, JOHN W., & ROHRBECK, CYNTHIA A. Self-managed groups: Fitting self-management approaches into classroom systems, 255.
29. BRIGHAM, THOMAS A. A brief commentary on the future of self-management interventions in education, 264.
30. HUTTON, JERRY B., DUBES, RICHARD, & MUIR, STEVEN. Assessment practices of school psychologists: Ten years later, 271.
31. PELHAM, WILLIAM E., JR., EVANS, STEVEN W., GNAGY, ELIZABETH N., & GREENSLADE, KAREN E. Teacher ratings of DSM-III-R symptoms for the disruptive behavior disorders: Prevalence, factor analysis, and conditional probabilities in a special education sample, 285.
32. PARKER, RICHARD, TINDAL, GERALD, & STEIN, STEPHANIE. Estimating trend in progress monitoring data: A comparison of simple line-fitting methods, 300.
33. GANSCHOW, LEONORE, SPARKS, RICHARD, & HELMICK, MARK. Speech/language referral practices by school psychologists, 313.

Volume 21, No. 3

34. SHAPIRO, EDWARD S. Editor's Comments, 334

35. LA GRECA, ANNETTE M., & VAUGHN, SHARON. Guest editors' comments: Social functioning of individuals with learning disabilities, 340.
36. GRESHAM, FRANK M. Social skills and learning disabilities: Causal, concomitant, or correlational?, 348.
37. ROURKE, BYRON P., & FUERST, DARREN R. Psychosocial dimensions of learning disability subtypes: Neuropsychological studies in the Windsor Laboratory, 361.
38. VOGEL, SUSAN A., & FORNESS, STEVEN R. Social functioning in adults with learning disabilities, 375.
39. SCHUMAKER, JEAN BRAGG. Social performance of individuals with learning disabilities: Through the looking glass of KU-IRLD research, 387.
40. MILICH, RICHARD, MC ANINCHH, CECILE B., & HARRIS, MONICA J. Effects of stigmatizing information on children's peer relations: Believing is seeing, 400.
41. JUVONEN, JAANA, KEOGH, BARBARA K., RATEKIN, CYNTHIA, & BERNHEIMER, LUCINDA. Children's and teachers' views of school-based competencies and their relation to children's peer status, 410.
42. SWANSON, H. LEE, & MALONE, SHARON. Social skills and learning disabilities: A meta-analysis of the literature, 427.
43. DALLEY, MAHLON B., BOLOCOFSKY, DAVID N., ALLCORN, MARK B., & BAKER, CLIFFORD. Depressive symptomatology, attributional style, dysfunctional attitude, and social competency in adolescents with and without learning disabilities, 444.
44. SHINN, MARK R., GOOD, ROLAND H. III, KNUTSON, NANCY, TILLY, W. DAVID III, & COLLINS, VICKI L. Curriculum-based measurement of oral reading fluency: A confirmatory analysis of its relation to reading, 459.
45. ROSS, ROSLYN P. Accuracy in analysis of discrepancy scores: A nationwide study of school psychologists, 480.
46. BARNETT, DAVID W., & MACMANN, GREGG M. Aptitude-achievement discrepancy scores: Accuracy in analysis misdirected, 494.
47. ROSS, ROSLYN P. Aptitude-achievement discrepancy scores: Accuracy in analysis ignored, 509.

Volume 21, No. 4

48. SHAPIRO, EDWARDS. Editor's Comments, 523.
49. GOPAUL-MC NICOL, SHARON-ANN. Guest editor's comments: Understanding and meeting the psychological and educational needs of African-American and Spanish-speaking students, 529.
50. FRISBY, CRAIG L. Issues and problems in the influence of culture on the psychoeducational needs of African-American children, 532.
51. ARMOUR-THOMAS, ELEANOR. Intellectual assessment of children from culturally diverse backgrounds, 552.
52. THOMAS, TANIA N. Psychoeducational adjustment of English-speaking Caribbean and Central American immigrant children in United States schools, 566.
53. HAYNES, NORRIS, M., & GEBREYSUS, SARA. Cooperative learning: A case for African-American students, 577.
54. ALLEN, BRENDA A., & BOYKIN, A. WADE. African-American children and the educational process: Alleviating cultural discontinuity through prescriptive pedagogy, 586.
55. GOPAUL-MC NICOL, SHARON-ANN. Implications for school psychologists: Synthesis of the mini-series, 597.
56. ROGERS, MARGARET R., PONTEROTTO, JOSEPH G., CONOLEY, JANE CLOSE, & WEISE, MARTY J. Multicultural training in school psychology: A national survey, 603.
57. FAIRCHILD, THOMAS N., & ZINS, JOSEPH E. Accountability practices in school psychology: 1991 national survey, 617.
58. REIMERS, THOMAS M., WACKER, DAVID P., COOPER, LINDA J., & DE RAAD, AGNES O. Acceptability of behavioral interventions for children: Analog and naturalistic evaluations by parents, 628.
59. BELL, PAUL F., LENTZ, FRANCIS E., JR., & GRADEN, JANET L. Effects of curriculum-test overlap on standardized achievement test scores: Identifying systematic confounds in educational decision making, 644.